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CHINESE LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–9

This program of studies is intended for students who began their study of Chinese language and culture in Grade 4. It constitutes the seventh, eighth and ninth years of the Chinese Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

RATIONALE

Rationale for Learning Chinese

The value for Canadian society as a whole of learning the Chinese★ language is significant and can be summarized as follows:

- increased awareness of and sensitivity to cultural and linguistic diversity
- improved potential in the Canadian and global marketplace and workplace
- enhanced role in the international community.

Apart from the common advantages related to the learning of an international language, the learning of Chinese permits an insight into the rich and varied cultures developed in the Chinese-speaking [redacted]s more opportunity to [redacted]y with its people. The [redacted] as any other language, [redacted] and sensitivity to cultural [redacted] In addition to preserving cultural identity, it is also a means of cultural enrichment and is the best means of fostering [redacted] and respect among peoples and [redacted] thermore, it gives the opportunity to [redacted]stion and challenge one's own cultural assumptions, values and perspectives and contribute positively to society. These are benefits that can be gained by all students of Chinese, regardless of their backgrounds or heritage.

For those students who already have some knowledge of the Chinese language or a family connection to the culture, learning Chinese offers an opportunity to renew contact with their language and culture. For some, it may contribute to maintaining and developing literacy.

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize, to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

In today's global world, the knowledge of a second language and culture in general, and Chinese in particular, is an economic advantage for the individual, providing language skills that enable people to communicate and interact effectively in the global society.

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★ commonly referred to as: Guoyu, Hanyu, Huayu, Mandarin, Putonghua, Zhongwen.

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ASSUMPTIONS

The following are statements of assumptions that have guided the development of the Chinese Language and Culture Nine-Year Program (Grade 4 to Grade 12).

- Language is communication.
- All students can be successful language and culture learners, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Chinese as a second language enhances the student's primary language as well as cognitive development and knowledge acquisition. This is true of children who come to the class with some knowledge of Chinese and develop literacy skills in that language. It is also true for children who have no knowledge of Chinese and who are learning it as a second or additional language.

EFFECTIVE LANGUAGE LEARNING

The following are some **general principles** of effective language learning that the research on second language learning and acquisition has identified. These principles have guided the development of the conceptual model used in this program of studies.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks rather than around elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a topic or carrying out a project (e.g., creating a family album). Specific language skills are taught when students realize that they need specific vocabulary, structures or functions in order to accomplish a specific task; when language learning has a purpose, students are more highly motivated.

Focus on Interaction

Students learn language more effectively when they have ample opportunity to work in small groups on tasks which they have had a hand in choosing, and which require them to negotiate meaning (that is, make themselves understood and work to understand others) with their fellow students.

Focus on Strategies

Successful language learners use a number of strategies that help make their learning more effective. These language learning strategies are often categorized as cognitive, metacognitive and social/affective. An important subcategory of language learning strategies is language use strategies. These include strategies used regularly by speakers of any language to enhance communication. But they also include repair and compensation strategies, which are particularly important in the early stages of language learning if students are to engage in communicative activities before they have extensive knowledge of the language.

Not all students acquire these strategies on their own. Most of them will benefit from explicit classroom instruction regarding language learning and language use strategies provided alongside instruction in the language itself. Once students are consciously aware of the strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that we learn by integrating new information or experiences into what we already know and have experienced. We do this most effectively through active engagement with realistic tasks in authentic contexts using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the

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areas of experience of students. For example, if students are involved and interested in a particular activity or topic, a task can be chosen that links with this interest. The learning activities will build on their knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students will come to their Chinese language learning experience with different prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities, which provide them with choice and flexibility, allow each student to make meaningful connections and to be actively involved in constructing their own learning.

Transfer

In addition to knowledge of content, students will come to their Chinese class with a large body of useful knowledge about language, even if they have never spoken a word of Chinese. They can transfer knowledge of their first language and other languages they know or are learning to their learning of the new language. Students benefit from an awareness of differences as well as similarities in relation to any component of the language; e.g., grammatical structures, vocabulary, discourse features. They may also transfer language learning and language use strategies from one language context to another.

Language Learning and Culture

Intercultural competence is an essential element of any language learning endeavour. Knowledge of Chinese culture alone is not sufficient. Cultures evolve over time. If students develop the skills to analyze, understand for themselves and relate to any culture they may come in contact with, they will be prepared for encounters with cultural practices which have not been dealt with in class.

> **Note:** The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

THE CONCEPTUAL MODEL

The aim of the Chinese Language and Culture Nine-Year Program (Grade 4 to Grade 12) is the development of communicative competence in Chinese.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used.

Global Citizenship aims to develop intercultural competence with a particular focus on Chinese culture.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

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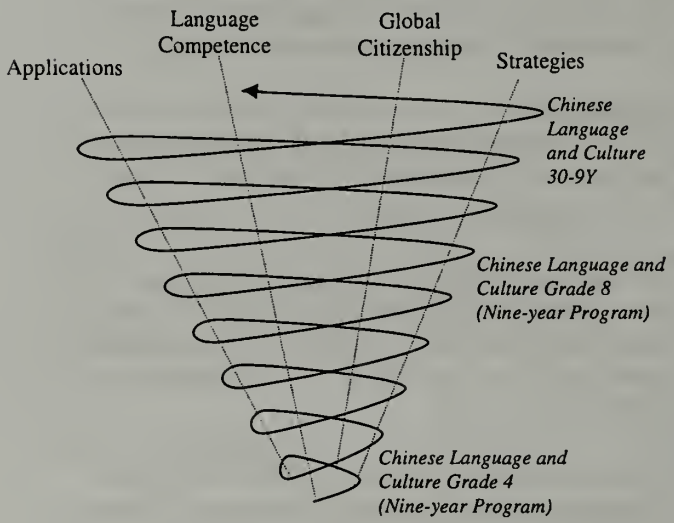
A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications, experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened each time a point is revisited.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the Chinese Language and Culture Nine-year Program (Grade 4 to Grade 12) and are based on the conceptual model outlined above.

Applications [A]
- Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Chinese **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use strategies to maximize **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. Therefore, in most classroom activities, a number of outcomes will be dealt with simultaneously and in an integrated manner.

The specific outcomes are categorized under cluster headings which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for the acquisition of related, but more sophisticated linguistic elements in order to broaden and deepen the language experiences of students.

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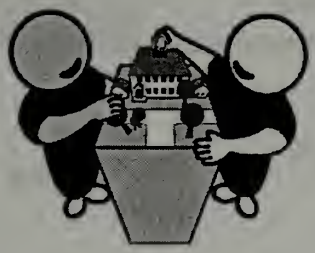
General Outcomes

Applications



General Outcome: Students will use Chinese in a variety of **situations** and for a variety of **purposes.**

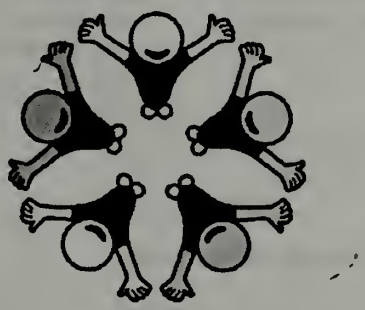
- to receive and impart information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence

General Outcome: Students will use Chinese **effectively** and **competently.**

- attend to form
- interpret and produce oral texts
- interpret and produce written and visual texts
- apply knowledge of the sociocultural context
- apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



General Outcome: Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**

- historical and contemporary elements of Chinese culture
- appreciating diversity
- personal and career opportunities

Strategies

General Outcome: Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- language learning
- language use
- general learning

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Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

cluster heading for specific outcomes

LC–2 interpret and produce oral texts

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–2.1 aural interpretation	a. understand a variety of short, simple texts in guided and unguided situations	a. understand short texts on unfamiliar topics in guided situations	a. understand short texts on unfamiliar topics in guided situations
LC–2.2 oral production	a. produce short, simple texts on various topics in guided situations	a. produce short texts in guided and unguided situations	a. produce a variety of short, simple texts in guided and unguided situations
LC–2.3 interactive fluency	a. engage in short, spontaneous exchanges, with pauses for planning and repair	a. manage short interactions with ease, with pauses for planning and repair	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary

read each page vertically for outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade

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Applications

to express emotions
and personal perspectives

to receive and
impart information

to get things done

Students will use Chinese in a variety of situations and for a variety of purposes.

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their
knowledge of the world

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APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Chinese language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Chinese language knowledge and skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Chinese language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–1.1 share factual information	a. provide information on several aspects of a topic; e.g., give a simple report	a. understand and use basic comparisons, comparative descriptions and give examples	a. share simple facts about events that took place in the past or that may take place in the future

A–2 to express emotions and personal perspectives

Students will be able to:

A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement and simple disagreement, simple approval and disapproval	a. inquire about and express interest and lack of interest, satisfaction and dissatisfaction	a. inquire about and express probability and certainty
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings in some familiar contexts	a. compare the expression of emotions and feelings in familiar contexts	a. express emotions and feelings in a variety of familiar contexts

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes.**

A–3 to get things done

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. make and respond to suggestions in familiar situations	a. give and respond to simple advice and warnings	a. make and respond to suggestions and requests in informal situations
A–3.2 state personal actions	a. state personal actions in the past, present and future using basic vocabulary and structure	a. accept and decline offers and invitations with simple explanations	a. make a promise and express intention in familiar situations
A–3.3 manage group actions	a. check for agreement and understanding b. negotiate in a simple way with peers in small group tasks	a. express appreciation, enthusiasm, support and respect for contributions of others	a. clarify another group member's contribution b. offer a simple explanation or clarification

A–4 to form, maintain and change interpersonal relationships

	Students will be able to:		
A–4.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates	a. use routine means of interpersonal communications	a. give and respond to compliments b. give reasons for actions

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. ask questions to gain knowledge and clarify understanding	a. explore meaning in a variety of ways	a. explore and express the purpose of what they are doing
A–5.2 gather and organize information	a. gather information from a variety of resources	a. gather information, using a prepared format	a. organize and manipulate information
A–5.3 solve problems	a. describe a problem, then propose solutions	a. generate and evaluate alternative solutions to problems	a. use information collected from various sources to solve problems
A–5.4 explore opinions and values	a. explore how values influence behaviour	a. distinguish fact from opinion	a. provide reasons for their position on an issue

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes.**

A–6 for imaginative purposes and personal enjoyment

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret simple humour	a. use the language for fun and to interpret and express simple humour	a. use the language for fun and to interpret and express humour
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

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Language Competence

interpret and
produce oral texts

attend to form

interpret and produce
written and visual texts

Students will use Chinese effectively and competently.

apply knowledge of the
sociocultural context

apply knowledge of how
discourse is organized,
structured and sequenced

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LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Chinese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Chinese language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently.**

LC–1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–1.1 phonology	a. combine initials and compound finals b. identify and reproduce some critical sound distinctions that are important for meaning	a. approximate the pronunciation using all initials and finals in the Pinyin system	a. approximate the pronunciation using all consonants and vowels in the Pinyin system
LC–1.2 orthography	a. apply some common forming Chinese characters	a. consistently use basic forming patterns in writing familiar simplified or traditional characters and phrases	a. use basic mechanical conventions; e.g., indentation, punctuation
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • community • fashion • family traditions • health and safety (emergency) • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • transportation • entertainment • shopping and money • land and its people • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • helping the environment • leisure • healthy living • special friends • career opportunities • any other lexical fields that meet their needs and interests

(continued)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently.**

(continued)

LC–1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–1.4 grammatical elements	a. use, in modelled situations,[2] the following grammatical elements:		
	A 和/跟 B 一样 + Adjective – A 和/跟 B 一样 **Conjunctions** – 虽然 ... 但是/可是 – 因为 ... 所以 **Comparative Structures** – 最 **得 Used After Verb to Introduce Complement of Degree** **Direct and Indirect Object (直接宾语、双宾语)** – 給; e.g., 他给我一本书。 **Future Tense** – 会 **Imperatives** – 别 + verb; e.g., 别看。	**A 和/跟 B 一样 + Adjective** – A 和/跟 B 一样 **Auxiliary Verbs** – 能 **Conjunctions** – 不但 ... 而且 – ... 又 ... 又 – 不是 ... 就是 **Comparative Structures** – A 比 B + adjective **Direct and Indirect Object (直接宾语、双宾语)** – 給 **Imperatives** – 别 + verb; e.g., 别看。 **Interrogative Forms** – 吗 questions – question word questions 怎么，什么时候，哪年，多少，谁 – affirmative–negative; e.g., adjective + 不 + adjective, verb + 不 + verb **Measure Words**	**Auxiliary Verbs** – 能 **Bound expressions** – 如果 ... 就 ... – 假如 ... 就 ... **Comparative Structures** – A 比 B + adjective – A 不比 B + adjective **Interrogative Forms** – 吗 questions – affirmative–negative; e.g., adjective + 不 + adjective, verb + 不 + verb **Measure Words** **Past Tense Indicating Experience** – 过 **Prepositions** – 从 **Present Progressive (Continuous Tense)** – 正在 **Sentence Structures** – subject + verb + duration **The Use of 没（有）** – 没（有）+ verb; e.g., 我没（有）去。

(continued)

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

(continued)

LC–1 attend to form

LC–1.4 grammatical elements

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
Interrogative Forms – 吗 questions – question word questions 怎么，什么时候，哪年，多少，谁 – affirmative–negative; e.g., adjective + 不 + adjective, verb + 不 + verb **Measure Words** **Passive Voice** – 被 **Past Tense** – 了 **Positional Adverbs** **Prepositions** – 从 **Simple Sentence Structures** – subject + 在 … place + verb + (object) **Use 的 to Form Adjective Phrase**; e.g., 妈妈做的饭。	**Passive Voice** – 被 **Past Tense Indicating Experience** – 过 **Prepositions** – 从 **Sentence Structures** – subject + time + place + verb + object; e.g., 我昨天晚上在家里看电视。 **Use 的 to Form Adjective Phrase**; e.g., 妈妈做的饭。	**Conjunctions** – 可是 – 但是 – 不过

(continued)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently.**

(continued)

LC–1 attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

b. use, in structured situations,[3] the following grammatical elements: .....

LC–1.4 grammatical elements

Adverbs
- 也
- 都

Auxiliary Verbs
- 会
- 可以

Conjunctions
- A 还是 B ...

Expression of Time
- subject + time + verb
- time + subject + verb

Future Tense
- 会

Imperatives
- 别 + verb

Measure Words

Past Tense
- 了

Positional Adverbs

Present Tense
- 现在

Subject +
- 在 ... place + verb + (object)

The Use of 在 as a Verb to Indicate Location
- 在 ... place

A 和/跟 B 一样 + Adjective
- A 和/跟 B 一样

Adverbs
- 也
- 都

Conjunctions
- 虽然 ... 但是 / 可是
- 因为 ... 所以

Direct and Indirect Object (直接宾语、双宾语)
- 給

Future Tense
- 会

Imperatives
- 别 + verb; e.g., 别看。

得 Used After Verb to Introduce Complement of Degree

A 和/跟 B 一样 + Adjective
- A 和/跟 B 一样

Adverbial Modifier
- 得

Auxiliary Verbs
- 能

Conjunctions
- 不但 ... 而且
- ... 又 ... 又
- 不是 ... 就是

得 Used After Verb to Introduce Complement of Degree

Direct and Indirect Object (直接宾语、双宾语)
- 給

Imperatives
- 别 + verb; e.g., 别看。

Interrogative Forms
- 吗 questions
- question word questions 怎么，什么时候，哪年，多少，谁
- affirmative–negative; e.g., adjective + 不 + adjective, verb + 不 + verb

Measure Words

(continued)

3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

(continued)

LC–1 attend to form

LC–1.4 grammatical elements

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
Auxiliary Verbs 助词 – 会 **Basic Adjectives** 形容词 **Imperatives** 祈使短语 **Measure Words** 量词 – 支、张 **Modal Particle** 语气词 – 吧 **Nouns** 名词 **Positional Nouns** 方位名词 – 上/下；左/右；前/后 **Pronouns** 代词 **Sentence Pattern** 句型 – subject + verb + object – subject + verb **The Use of 在 as a Verb to Indicate Location** "在" 作动词表示地点 – 在 + place **Verbs** 动词	**Interrogative Forms** – 吗 questions – question word questions 怎么，什么时候，哪年，多少，谁 – affirmative–negative; e.g., adjective + 不 + adjective, verb + 不 + verb **Measure Words** **Passive Voice** – 被 **Past Tense** – 了 **Positional Adverbs** **Prepositions** – 从 **Simple Sentence Structures** – subject + 在 … place + verb + (object) **Use 的 to Form Adjective Phrase**; e.g., 妈妈做的饭。	**Passive Voice** – 被 **Past Tense Indicating Experience** – 过 **Preposition** – 从 **Sentence Structures** – subject + time + place + verb + object; e.g., 我昨天晚上在家里看电视。 **Use 的 to Form Adjective Phrase**; e.g., 妈妈做的饭。

(continued)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

(continued)

LC–1 attend to form

Students will be able to:

c. use, independently and consistently,[4] the following grammatical elements: .....

LC–1.4 grammatical elements

Grade 7 (Nine-year Program)

Auxiliary Verb
- 会

Basic Adjectives
Modal Particle (语气词)
- 吧

Expression of Time
- subject + time + verb
- time + subject + verb

Imperatives
Measure Words
- 支、张

Nouns
Positional Adverbs
- 上/下；左/右；前/后

Present Tense
- 现在

Pronouns
Stative Verbs
- 他很高。
- 我的头发很长。

Simple Sentence Structures
- subject + verb + object
- subject + verb

The Use of 在 as a Verb to Indicate Location
- 在 ... place

Verbs

Grade 8 (Nine-year Program)

Adverbs
- 也
- 都

Auxiliary Verbs
- 会
- 可以

Conjunction
- A 还是 B ...

Expression of Time
- subject + time + verb
- time + subject + verb

Future Tense
- 会

Imperatives
- 别 + verb

Measure Words
Past Tense
- 了

Positional Adverbs
Present Tense
- 现在

Simple Sentence Structures
- subject + 在 ... place + verb + (object)

The Use of 在 as a Verb to Indicate Location
- 在 ... place

Grade 9 (Nine-year Program)

A 和/跟 B 一样 + Adjective
- A 和/跟 B 一样

Adverbs
- 也
- 都

Bound Expressions
- 虽然 ... 但是 / 可是
- 因为 ... 所以

得 Used After Verb to Introduce Complement of Degree

Direct and Indirect Object (直接宾语、双宾语)
- 給

Future Tense
- 会

Imperatives
- 别 + verb; e.g., 别看。

(continued)

4. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

(continued)

LC–1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
LC–1.4 grammatical elements			**Interrogative Forms** – 吗 questions – question word questions 怎么，什么时候，哪年，多少，谁 – affirmative–negative; e.g., adjective + 不 + adjective, verb + 不 + verb **Measure Words** **Passive Voice** – 被 **Past Tense** – 了 **Positional Adverbs** **Prepositions** – 从 **Simple Sentence Structures** – subject + 在 … place + verb + (object) **Use 的 to Form Adjective Phrase**; e.g., 妈妈做的饭。

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently.**

LC–2 interpret and produce oral texts

	Grade 7 (Nine-year Program)	Grade 9 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–2.1 aural interpretation	a. understand a variety of short, simple texts in guided and unguided situations	a. understand short texts on unfamiliar topics in guided situations	a. understand short texts on unfamiliar topics in guided situations
LC–2.2 oral production	a. produce short, simple texts on various topics in guided situations	a. produce short texts in guided and unguided situations	a. produce a variety of short, simple texts in guided and unguided situations
LC–2.3 interactive fluency	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary	a. manage short interactions with ease, with pauses for planning and repair	a. engage in short, spontaneous exchanges, with pauses for planning and repair

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–3.1 written interpretation	a. understand a variety of short, simple texts in guided and unguided situations	a. understand short, simple texts on unfamiliar topics in guided situations	a. understand short texts on unfamiliar topics in guided situations
LC–3.2 written production	a. produce a variety of short, simple texts in guided situations	a. produce short, simple texts in guided and unguided situations	a. produce a variety of short, simple texts in guided and unguided situations
LC–3.3 viewing	a. derive meaning from the visual elements of a variety of media, in guided and unguided situations	a. derive meaning from a number of visual elements in a variety of media, in guided and unguided situations	a. derive meaning from a number of visual elements in a variety of media, in guided and unguided situations
LC–3.4 representing	a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations	a. express meaning through the use of a number of visual elements in a variety of media, in guided and unguided situations	a. express meaning through the use of a number of visual elements in a variety of media, in guided and unguided situations

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently.**

LC–4 apply knowledge of the sociocultural context

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–4.1 register	a. identify socially appropriate language in specific situations	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts
LC–4.2 idiomatic expressions	a. use learned idiomatic expressions correctly in new contexts	a. use learned idiomatic expressions in a variety of contexts	a. explore the role of idiomatic expressions in culture
LC–4.3 variations in language	a. recognize some common regional variations in language	a. recognize other influences resulting in variations in language	a. recognize other influences resulting in variations in language
LC–4.4 social conventions	a. recognize important social conventions in everyday interactions	a. interpret the use of social conventions encountered in oral and written texts	a. interpret and use important social conventions in interactions
LC–4.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. recognize nonverbal behaviours that are considered impolite	a. avoid nonverbal behaviours that are considered impolite

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–5.1 cohesion/ coherence	a. organize texts, using common patterns b. interpret simple references within texts	a. organize texts to indicate steps in a procedure or directions to follow b. use common conventions to structure texts	a. use a variety of conventions to structure texts b. interpret and use references within texts
LC–5.2 text forms	a. recognize a variety of text forms delivered through a variety of media	a. identify the organizational structure of a variety of texts forms	a. use a variety of familiar text forms and media in their own productions
LC–5.3 patterns of social interaction	a. initiate interactions, and respond using a variety of social interaction patterns	a. initiate interactions, and respond using a variety of appropriate social interaction patterns	a. combine simple social interaction patterns to perform transactions and interactions

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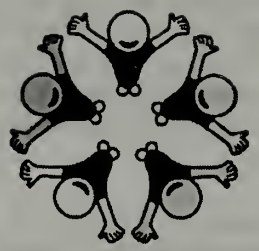
Global Citizenship



historical and contemporary elements of Chinese culture

appreciating diversity

Students will acquire the knowledge, skills and attitudes to be effective global citizens.

personal and career opportunities

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GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Chinese culture," there are strands for accessing/analyzing cultural knowledge, knowledge of Chinese culture, applying cultural knowledge, diversity within Chinese culture and valuing Chinese culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about Chinese culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "appreciating diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**

GC–1 historical and contemporary elements of Chinese culture

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. explore and identify some social aspects of Chinese life; e.g., festivals, sports, communities b. formulate questions about elements of Chinese culture; e.g., patterns of behaviour or interaction typical of people their own age	a. identify and use a variety of sources of information to find out about Chinese culture	a. make and test hypotheses about Chinese culture; e.g., all Chinese eat rice b. use basic research skills to find out about Chinese culture
GC–1.2 knowledge of Chinese culture	a. explore some elements of Chinese culture; e.g., everyday ways of life of people their own age	a. explore and identify some elements of Chinese culture; e.g., key historical events and their influence on contemporary ways of life and cultural values	a. explore and identify some elements of Chinese culture; e.g., major current events as a reflection of contemporary ways of life and cultural values
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Chinese culture to interpret cultural behaviour that is different from their own	a. apply knowledge of elements of Chinese culture in interactions with people and texts; e.g., interpret historical references	a. identify different perspectives on Chinese culture, and speculate on their origins; e.g., identify stereotypes of Chinese culture present in their own community
GC–1.4 diversity within Chinese culture	a. apply knowledge of Chinese culture to interpret similarities and differences among diverse groups within Chinese culture	a. apply knowledge of diverse elements of Chinese culture in interactions with people and texts	a. identify different perspectives on diverse elements of Chinese culture, and speculate on their origins
GC–1.5 valuing Chinese culture	a. express empathy for those whose cultural behaviour is different from their own	a. choose to participate in and contribute to activities and experiences that reflect Chinese culture	a. examine their own perception of Chinese language and culture, including stereotypes

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**

GC–2 appreciating diversity

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–2.1 awareness of first language	a. compare oral and written aspects of their first language or dialect and Chinese; e.g., grammatical structures	a. identify some words in their first language or dialect that have been borrowed from Chinese or from other languages	a. identify some regional variations in their first language or dialect
GC–2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins	a. identify how and why languages borrow from one another	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure
GC–2.3 awareness of own culture	a. identify some influences on the development of their personal identity b. identify how cultural influences affect personal identity	a. identify shared references and the different connotations attached to them in Chinese culture and in their own culture	a. identify some of the past and present relationships between Chinese culture and their own
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize some of the factors that affect the culture of a particular region; e.g., historical events, significant individuals	a. recognize that different cultures may have different interpretations of texts, cultural practices or products
GC–2.5 valuing diversity	a. engage in activities that reflect other ways of doing things or other perspectives b. identify the limitations of adopting a single perspective	a. recognize and acknowledge different perspectives	a. recognize and acknowledge the value of different perspectives
GC–2.6 intercultural skills	a. explore various strategies for interpersonal communication with people from different cultures	a. explore various strategies for enhancing communication with people from various cultures	a. recognize and avoid stereotypical thinking b. identify and use a variety of strategies for enhancing relations with people from different cultures

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**

GC–3 personal and career opportunities

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–3.1 Chinese language and culture	a. explore personal reasons for learning Chinese	a. identify aspects of the history, literature, arts and crafts of Chinese culture that are of personal interest	a. identify some careers that use knowledge of Chinese
GC–3.2 cultural and linguistic diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest	a. explore personal reasons for learning additional languages and experiencing other cultures	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills

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Strategies

language learning

language use

Students will know and use strategies to maximize the effectiveness of learning and communication.

general learning

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STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs to practise new vocabulary or sentence patterns or to learn Pinyin
- imitate sounds, tones and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- write out or say words or phrases repeatedly in a variety of contexts
- make personal dictionaries
- experiment with various elements of Chinese
- use mental images to remember new information
- group together sets of things—word formations, sentence structures, vocabulary words and phrases—with similar characteristics
- identify similarities and differences between aspects of Chinese and your own language
- look for patterns and relationships, such as grouping radicals
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Chinese or in your own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids or other learning aids to support language learning; e.g., cassette recorders, computers

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- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- take lesson notes and review them
- memorize stroke order and the direction of strokes through repetition
- make and use personal flash cards
- use cues given by the teacher to determine the appropriate tone for a specific word

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the Chinese language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive
- use words from the first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Chinese
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when you do not understand

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- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct
- use a range of fillers, hesitation and slowing devices, and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- self-correct if errors lead to misunderstanding

Interpretive

- attend to gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- focus on parts of a character, such as the radical or sound element, to guess the meaning and/or pronunciation of a word

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary and to develop other language structures
- use familiar repetitive patterns to compose oral or written texts (stories, songs, rhymes, familiar classroom routines/phrases/patterns)
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, such as personal and commercial dictionaries, checklists, grammars, teachers
- take notes when reading or listening to assist in producing your own text
- proofread and edit the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing
- combine previously learned language elements with new language elements to produce new oral and written texts

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General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning
S–1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning

See pages 34 and 35 for a sample list of language learning strategies.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–2.1 interactive	a. identify and use a variety of interactive strategies, to enhance language use	a. select and use a variety of interactive strategies, to enhance language use	a. select and use a variety of interactive strategies, to enhance language use
S–2.2 interpretive	a. identify and use a variety of interpretive strategies, to enhance language use	a. select and use a variety of interpretive strategies, to enhance language use	a. select and use a variety of interpretive strategies, to enhance language use
S–2.3 productive	a. identify and use a variety of productive strategies, to enhance language use	a. select and use a variety of productive strategies, to enhance language use	a. select and use a variety of productive strategies, to enhance language use

See pages 35 and 36 for a sample list of language use strategies.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning

See page 37 for a sample list of general learning strategies.

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